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ABSTRACT

This document presents a rationale for the use of women's studies courses in teacher education programs and offers suggestions concerning possible topics to cover, books to read, and projects to do. It stresses that women's courses are ideally team taught and nonhierarchical, placing a strong emphasis on student involvement in the direction of the course. Units are suggested for a model course, "Sex Role and Education." Suggested topics include hiring and other employment practices, children's books, the socialization process, and changing discriminatory attitudes. Specific objectives are outlined in terms of what any college course should provide and what a women's course in particular should offer. Among the suggested learning projects are journals, individual experiments, and case studies of particular women. A number of ideas for research topics are suggested, along with possible ways of researching the topics. Suggested books are grouped under headings such as the History of the American Woman, Woman's Place, Women as a Minority Group, Sex Roles, and Counseling. A list of organizations dealing with women's rights issues is also included. (CD)

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A Handbook of
Women's Studies Course Materials
For Teacher Educators

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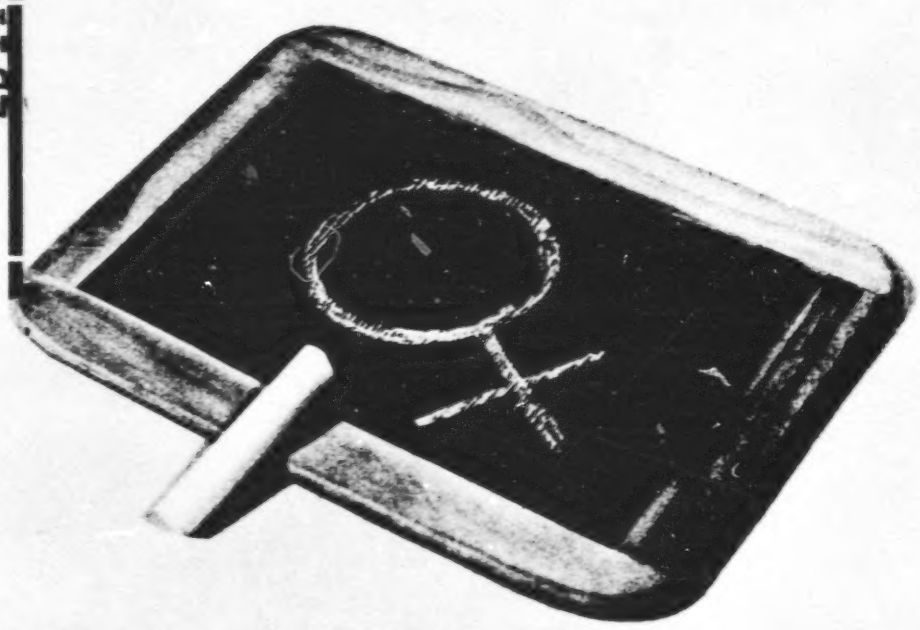

Liberating Our Children, Ourselves

American Association of University Women

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Liberating Our Children, Ourselves

A Handbook of
Women's Studies Course Materials
for Teacher Educators

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Sponsored by
Committee on Standards in Higher Education

American Association of University Women

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To all the pioneers
of Women's Studies courses in Teacher Education

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Preface

One of the key underlying assumptions of Women's Studies courses in teacher education is that sexism in American Society is reinforced and perpetuated in the policies and practices of our educational institutions. Thus, *the foremost goal of Women's Studies in teacher education is to interrupt the process by which sex role stereotyping is perpetuated.* Research findings and the personal thoughts and feelings of the participants serve as the data base by which the students examine discriminatory school policies and practices so that, in turn, they will become more aware of the possibility that they themselves harbor sexual biases. Opportunities are provided for the development of tools, methodologies and materials to eliminate sex role stereotyping in school policies, programs and materials. Students study and design strategies for promoting sex equality in educational institutions.

Because feminists are deeply committed to equalitarianism, the style of teaching and classroom learning environment are a focus of concern in addition to the content. Because of their interdisciplinary nature, Women's Studies courses are often team taught. Instructors of Women's Studies courses are experimenting with new teaching techniques and grading systems that avoid hierarchical distinctions between themselves and their students. Although traditional tools are used (lectures, discussions, syllabi, reading lists, bibliography exams, projects and papers), the trend is to involve students whenever possible in the planning, development and teaching of the course. Instructors seek to establish an accepting, cooperative or "open" learning environment in which

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students can develop competence in group process and leadership skills.

For those of you who have not involved yourselves in dealing with the issues of sexism and sex role stereotyping, but would like to, this handbook has been prepared to provide you with the necessary materials for establishing courses and/or units in your college or department. Although this handbook is copyrighted, there are few restrictions concerning the reproduction of its contents. Educators should feel free to duplicate and/or modify the materials for use in their classes or workshops. However, reproduction of sections of the book in other publications should be done with the permission of the publisher.

The course objectives, syllab., readings, and learning projects included here were compiled from over 50 teacher educators nationwide. These materials were originally developed for the first national conference, "TEACHER TRAINING — Resources and Strategies for Non-Sexist Education," sponsored by the Resource Center on Sex Roles in Education and held in Boston, January 17-19, 1975. The conference was aimed at providing an opportunity for administrators, teachers, association leaders, policymakers and concerned individuals to consider ways in which teacher training institutions might contribute to the elimination of sex role stereotyping and sexism in our nation's classrooms and schools.

Eliminating sexism in schools is no easy task, for the school is a complex institution in a complex society. As a necessary first step toward that goal, it is my belief that *sexism in the school and society must first be publicly recognized as a problem of the teaching profession, and should become a special area of concern in schools of education.* So as to interrupt the process by which sex stereotyping is perpetuated by teachers, units or whole courses on what is known about discriminatory policies and practices in the schools should enter the school curriculum. College instructors interested in changing the education of women *and* men can begin to develop "a feminist perspective" by attending in-service workshops on sex role stereotyping, by reading the current literature on discriminatory policies and practices in the schools and by turning to colleagues for continued support and feedback as well as for ideas, sources of materials and teaching strategies.

It is hoped that the resource materials provided in this handbook will play a significant role in helping our students to question, to think, to gain the strength to be different, the confidence to choose who they are to be beyond the pale of their given roles.

It is time for us as educators to integrate Women's Studies into our curriculum if we want to liberate our children and ourselves from the bonds of sex role programming and the institutions created by that programming.

I urge educators, male and female, to commit themselves to the basic goal of maximizing the opportunities for all human beings to develop to the fullest extent possible their own unique capabilities, interests, and predispositions if education is to accomplish in positive ways its principal task—the intellectual, moral, and emotional growth of children. Sex role stereotyping is antithetical to humanistic education, for it denies the value of individual differences and personal growth by pre-judging and molding students on the basis of sex. Eliminating sexist policies and practices in the schools is not only desirable—it is essential if our society is to become a learning center in which all individuals can explore and develop their human potential.

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Washington DC
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I am deeply appreciative of Dr. Shirley McCune, Manager of Teacher Rights for the National Education Association, who invited me to prepare these materials for the Teacher Education Conference.

Thanks are in order to Dr. Linda Hartsock, Director of Program, Dr. Cecelia Zissis, Chairperson, Committee on Standards in Higher Education, and the Board of Directors of the American Association of University Women for their enthusiasm for the book. I am indebted to Ms. Jean Fox for her editorial assistance.

To Ms. Linda Morgan who never lets me get away with not being human for very long, I extend special recognition.

1 Women's Studies in Teacher Education: A Rationale

The Growth of Women's Courses

Like Black Studies, Women's Studies developed as the academic inquiry into an emerging political movement, feminism. Feminists are part of a revolutionary movement whose goal is to end not only patriarchal rule, but rather *all* invidious divisions in society whether based on class, race, religion, age, or sex. A feminist believes that we must make whatever changes are necessary in our political, economic, and social institutions to bring about equality of the sexes. In an attempt to create an androgynous* society, feminists are (1) developing consciousness of their second-class status in society so as to recapture an identity out of their oppressed state, and (2) avoiding hierarchical (superordinate-subordinate) distinctions.

In the late 60's women's caucuses were organized at national conferences of professional associations (e.g., American Historical Association, Modern Language Association). Women began to see their disciplines in a new light and to initiate courses which reflected their various feminist perspectives. For the more radical feminists among academic women, the main goal of Women's Studies has always been to serve the women's move-

* A society that makes no distinctions between male and female roles; one in which the development of persons is determined by one's interests and capabilities rather than on the basis of sex.

ment. Women's Studies must contribute to building a revolutionary movement and thus must teach women the skills to eliminate sexism in our society. Other academic women concentrate instead on a scholarly investigation of what the heritage and culture of women is and could be.

The growth of Women's Studies courses and programs has been phenomenal in the last decade. In December 1970, there were slightly more than 100 courses. By 1972, over 2,000 courses had been developed in campuses across the country. At last count, the number had mushroomed to 4,000. Since 1969 the number of full academic programs on women has grown from two to 87 and there have been innumerable conferences on Women's Studies in the past few years. Students, faculty, and staff groups in a number of institutions have banded together and established their own women's centers.

Courses have proliferated primarily in the liberal arts and are being offered mainly by sociologists, psychologists, and historians, but are now spreading to a wider range of disciplines. Women's courses are only gradually finding their way into professional schools. Education departments, although increasingly represented, have been notably slow to join the movement. Some 100 courses are distributed across 59 institutions; geographically ranging from the east coast to Hawaii with a small but growing number of courses in Canada. The major focus of Women's Studies courses in teacher education has been on the relationships between society and school policies and practices regarding the issues of sexism and sex role stereotyping.

What is Women's Studies?

As part of the Feminist Movement, Women's Studies courses should function: 1) to help women and men examine alternative ways of looking at their roles in society and the assumptions of our culture, and 2) to discover and provide new information on the history, culture and accomplishments of women. The main purpose of Women's Studies is to help women evaluate their role and status in society, to think about what they want to become and to help them identify the changes in socio-cultural institutions which are necessary for maximizing their development as human beings. The content and method will vary according to the instructor's philosophy of teacher education. If one's goal is to

prepare students to fit into society and the school establishment as they already exist, then these instructors would be concerned primarily with helping students to become aware of how they have been conditioned. Most instructors who are preparing their students to be change strategists will aid their prospective teachers to move from what "is" our conditioning to the "ought": desire for role and school reform.

Courses in a Women's Studies program, whether they be in Liberal Arts or professional schools, present an interdisciplinary approach because the subject, women, encompasses the whole of human experience. Since Women's Studies necessarily involves broad cultural perspectives (e.g., historical, psychological, economic, sociological, anthropological, educational, political, medical, philosophical and legal), students learn to use the tools of various disciplines. Women's Studies is part of a national effort to develop interdisciplinary approaches to study the history, culture, and status of a particular social group. In addition to its interdisciplinary nature, what makes Women's Studies different from most other academic subjects is that it attempts to foster affective as well as cognitive learning. More specifically, Women's Studies must involve much more than the intellectual development of the student; it involves a person's whole being—philosophy, emotions, values, and attitudes. Thus, Women's Studies is radically personal. The subject matter is the lived world of each student, not meaningless abstractions of the imposed worlds laid down by the "experts" in their fields.

An integral part of the teaching strategy in Women's Studies is consciousness-raising. Broadly defined, the consciousness-raising group is a small discussion group usually made up of six to 10 persons. Individuals share their experiences, feelings, and fantasies in an attempt to come to grips with the effects of sex role programing on their own lives, on the lives of other individuals, and on social institutions. Starting from the personal perspective of each participant, the group looks for commonalities that may be stated as generalizations. The consciousness-raising process is not unlike the problem-solving method in which one must convert a felt difficulty into a specific problem.

Long before the development of the C-R group as a revolutionary teaching strategy among feminists, John Dewey recognized that the primary task of an educator is to begin with the students' felt difficulties and then proceed in such a way as to enable the students to translate their troubles into specific

strategies for the solution of their problems. C. W. Mills has postulated that the political task of the liberal educator is to help students translate their personal troubles into public issues and public issues into their meaning for the individual. That is, students learn that personal problems are inseparable from public issues and that resolution comes only when the dialectic (personal-political) is understood.

We can see, therefore, that although the content of Women's Studies is new to teacher education, the processes by which the goals are to be accomplished are familiar to those liberal educators who have long been interested in quality education.

A Rationale for Women's Studies in Teacher Education

What is the point of Women's Studies in teacher education? The immediate justification of Women's Studies is the narrowness of the traditional male dominated curriculum, a curriculum where *man* is literally the measure. Since we as educators, policy-makers, and social scientists have asked few questions regarding the experience of women, past and present, cross-culturally and within sub-cultures, we must now learn for ourselves and teach our students to seek answers to such questions. For example, How did teaching become a "female occupation"? What were the accomplishments of 19th century feminists with regard to education for women? What is the current role and status of women in the teaching profession? How does the socialization process affect school achievement, vocational aspirations, self-concept? What social and legal issues are involved in sex differentiated programs, procedures and materials?

Many of the topics covered in Women's Studies courses currently being taught in colleges of education borrow heavily from the Women's Studies courses taught in the liberal arts. There is a heavy emphasis on such topics as socialization, sex role identity, the role and status of women in American society, the history of the Feminist Movement, and women in the media. Although these are important topics, to be sure, we are just scratching the surface in terms of what needs to be done in order to produce a body of knowledge relevant within the context of education. If Women's Studies is to be accepted in teacher education we need to integrate what has been made known from other disciplines and

make it relevant to the teaching profession. Moreover, we need to examine aspects of American society, schools, and personal identity which have formerly gone unnoticed or unquestioned. Such an examination will produce a body of new knowledge which is vital in order to give academic credibility to Women's Studies courses in colleges of education. In the scholarly tradition, teacher educators must investigate old beliefs, examine changes in traditional roles, and new developments in society as they affect women and as they bear on education. Our first task, then, is the development of new knowledge.

The next challenge is applying that knowledge to what teachers are doing in the classrooms of our schools. The problem of making educational theory relevant to the problems of practice is not new to teacher educators. For some time a common criticism of teacher education programs has been that there is very little evidence of carry-over from the concepts espoused in education courses to actual performance as a teacher. Most teacher education institutions have a basic approach which functions as a barrier to making a body of knowledge relevant to problems of practice. In most teacher education programs, which are really not programs but a series of unrelated courses, we have not succeeded in helping teachers-to-be to adapt knowledge and put it to work to have an impact on what they are doing in the schools.

In order for the learnings regarding sexism and sex role stereotyping to be applicable to our classrooms, we need to build a curriculum that is based upon the problems of practice which prospective teachers encounter. Unless we prepare teachers to have a workable knowledge of the role of theory in relation to practice they will end up emulating and perpetuating established and unexamined teaching practices.

Part of the problem is the perennial issue of what is the appropriate teacher education program—is it *training* or *education?* On the one hand we want to *educate* our students to examine assumptions about education, to think reflectively about educational policies and practices. On the other hand, many teacher educators believe that teaching can be reduced to a series of performance functions and students can be *trained* to master specific professional skills. Although the teaching of *all* subjects benefits by being relevant to student concerns and by an approach which brings theory and practice into close conjunction, Women's Studies is ideally suited for breaking that artificial separation between theory and practice, learning and doing.

Basically this means a new teacher education program. The need is for professional training that balances its commitment to performance based skills with a sense of dedication to social change. Women's Studies courses can help prepare our teachers to challenge the status quo and to examine cultural assumptions in addition to helping them to perform all of the skills which make up the goals of the competency curriculum.

Conclusions and Recommendations

The immediate problem facing colleges of education today is one facing education as a whole—overcoming the gaps that exist between thought and action, learning and doing, the subjective and the objective, the rational and the emotional. Women's Studies involves the reintegration of these dualisms. The teaching approach involves the whole person, and in our western society we have so sharply delineated and isolated different modes of being and knowing (e.g., intellectual, emotional, physical) and usually only focus on one at a time, that it seems an overwhelming task when we are asked to integrate them. With practice, however, a total approach seems less strange and difficult. Virtually all of those who have already taken part in the restoration report that the courses are both intellectually challenging and personally satisfying.

If possible, try to view the effort of incorporating Women's Studies into colleges or departments of education as part of a general attempt to reform teacher education. As Robert J. Nash puts it:

> What can be said of teacher education at its worst is that it is bland, normatively obtuse, esthetically archaic, and intellectually insipid. At its best, teacher education can touch those hidden, unrealized potentialities of each of us so that we can create better lives for ourselves and others.*

A Women's Studies component in teacher education programs would help not only to reform teacher education, but also to restore an important purpose to education, to provide the un-

* Robert J. Nash, "Commitment to Competency: the New Fetishism in Teacher Education," *Phi Delta Kappan*, December 1970, p. 243.

derstandings and behaviors that will help to liberate individuals from the bonds of unexamined and outmoded cultural institutions. Thus, if teacher education institutions are going to provide leadership in eliminating sexism and sex role stereotyping, they have a responsiblity not only to generate new knowledge and to see to it that it has an impact on what their students are doing in classrooms, but also to turn those teachers, administrators and parents who are already in our schools into change strategists.

Based on our analysis of the role and status of Women's Studies in teacher education institutions, *all* colleges or departments of education are urged to:

1. Recognize sexism in the school and society as a problem of the teaching profession and make it a special area of concern in the teacher education program.

2. Encourage the undertaking of research endeavors which will provide new knowledge about the relationship between women and education, past and present, cross-culturally and within sub-cultures.

3. Provide in-service courses and summer institutes for training college faculty and school personnel to develop tools, methodologies, materials, and strategies for eliminating sex role stereotyping in educational institutions at all levels.

If there is to be a substantial improvement in the *quality* of the educational services provided in our society, greater attention must be given to the role of Women's Studies in teacher training institutions as a force for facilitating personal growth and helping individuals to achieve a sense of well-being, regardless of sex.

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2 Course Outline

Because of their interdisciplinary nature Women's Studies courses are often team taught. An analysis of over 50 syllabi of courses in schools or departments of teacher education which deal with Women's Studies or sex role stereotyping in education reveals that this has not been the trend in education. Courses have been designed mainly on a lecture-small group discussion pattern with a heavy emphasis on the use of guest lecturers to represent particular areas of expertise.

In the spring of 1973 I introduced the subject of sex role stereotyping into a graduate education course in the Department of Social and Philosophical Studies at the University of Kentucky. To help prepare my students to become active agents of social change, I focused on the socialization functions of our public schools which act as effective mechanisms for the "selecting and sorting" process that perpetuates existing power differences. The development of a consciously articulated feminist perspective added another dimension to an analysis of the interrelationship of the school and society.

"Sex Roles and Education" is designed as both a seminar and a workshop. Students first identify sex role stereotyping in school policies and practices so as to enable them to examine their own possibly existing discrimination (actual practices and policies) and prejudice (underlying attitudes by which discrimination prac-

tices are justified). The second part of the course is devoted to an exploration of the relationship between hormones, genetics, and environment in the shaping of male/female differences so as to enable the participants to examine how their own attitudes, expectations, and behavior may be discriminatory in the socialization process. To conclude the course, the participants are asked to identify changes in social and cultural institutions which would have outcomes that are desirable with reference to their notions of what is good for the development of persons (defined as an individual's dispositions, skills, understandings, and sense of well-being) in a society professing democratic values. Opportunities are provided for students who so desire to develop and use methodologies, materials, and strategies for promoting sex equality in the schools.

"Sex Roles and Education"

Course Description: An examination of social and school policies and practices with regard to the issues of sexism and sex role stereotyping. Opportunity for developing teaching methodologies, materials and strategies for promoting sex equality in educational institutions will be provided in an open learning environment.

Each unit will consist of an examination of recent research findings, personal thoughts and feelings on the topics outlined below.

Part I	*Social and School Policies and Practices*
Unit 1	Policy: Hiring and promotion, maternity, salary, fringe benefits, on-the-job employment practices
Unit 2	Curriculum: Course offerings, school activities, budget differentials, curriculum committees, course content
Unit 3	Children's Readers, Literature, Textbooks
Unit 4	Counseling and Testing
Unit 5	Teacher-Student Interaction
Part II	*The Development of Sex Roles*
Unit 6	Male-Female Differences: cognitive, affective, motor skills with implications for educators

Unit 7	The Socialization Process: agents, process, the interrelationship between hormones, genetics, and environment in shaping male/female behavior; the role of the school in the molding process
Part III	*Methodologies, Materials, Strategies*
Unit 8	Tools of Analysis: identification of discriminatory policies and practices
Unit 9	Strategies for Eliminating Sex Discrimination in the Schools: committees, legal action, pressure techniques, workshops
Part IV	*Education and Human Development*

3 Course Objectives

The following list begins to outline some of the most basic objectives needed to reduce sex role stereotyping. It is not complete in any area nor has the full range of objectives been considered. Rather, they are representative of what instructors are using in their college classrooms out of their commitment to a non-elitist liberal education. It is hoped that this brief list will encourage you to develop clearly stated, explicit objectives of your own.

General Objectives

To establish an accepting atmosphere for the expression of and discussion of concerns and problems relating to the issues of sex role stereotyping and sexism in education.

To develop competence in process skills, such as interpersonal regard, fluency and flexibility of perceiving, thinking and feeling.

To develop competence in group discussion and leadership skills.

To develop competence in problem-solving skills.

To involve students in the planning, development and teaching of the course.

To be able to explain various perspectives on critical issues (i.e., conservative, liberal).

To help students to develop skills to work effectively with the public and within the profession to bring about change.

To examine the concepts and relationship between sexism and racism, and how they bear on education.

To identify, analyze and evaluate the issues of sexism and sex role stereotyping.

To explore, analyze, and synthesize existing research findings on the various topics.

To identify discriminatory practices by self and others and to determine how to redirect such behavior.

To develop strategies for promoting and sustaining individual involvement in resolving contemporary issues through social action.

To identify changes in social and cultural institutions which would have outcomes that are desirable with reference to course participants' notions of what is good for the development of persons in a society professing democratic values.

Specific Objectives

The Role and Status of Women

To review the current role expectations of men and women in American society.

To examine the concepts of role expectations and job functions in relation to human development.

To examine traditional assumptions and the difference between actual and mythical roles of women so as to assist them in developing their own identities.

To examine the relationship between feminine experience in the United States in the 1970's and that of other times, other cultures.

To analyze the current role and status of women in various perspectives (historical, anthropological, etc.).

To help females understand some of the workings of their own bodies and the effect of their physiology on their emotions.

To determine how the education of todays' women differs from the education of women of earlier generations.

To identify problems in the education of women today and to present evidence as to their nature and extent.

To evaluate the preparation of women for entry into the labor force.

To survey women's access to various occupations as well as forms of discrimination.

To compare and contrast career patterns of males and females in American society and other technological societies.

To question how women live and function . . . their interests, needs and their reasons for being and to explore alternatives.

To examine alternative life styles.

To identify ways that women can exercise significant control over their lives and exert significant control in economic, political and social realms.

Socialization

To examine the effects of sexist practices on the potential, growth and development of children.

To explore sex role stereotyping in the context of child development and child-rearing practices in the United States.

To examine the possible effects on children that remarks regarding sex role might have.

To examine how sex role stereotyping develops in young children and how such stereotyping affects the child's self-concept and view of his/her life as an adult, particularly with respect to job and career aspirations.

School Policies and Practices

To examine and evaluate societal notions that have been translated into sexist school policy and practices.

To identify school policies and practices and curriculum materials which reinforce sex role stereotyping.

To identify the social and legal issues involved in sex differentiation in school programs, procedures and materials.

To examine and evaluate research findings on discriminatory school policies and practices.

To examine information on the nature and origin of sex differences in learning, on the learning of society's sex roles and on the effects of stereotypic attitudes, particularly as related to school achievement, vocational aspirations and self-concept.

To develop, use and apply methodologies, materials and techniques for evaluating and eliminating sexism in schools.

To translate understandings of the nature of sexism in educational programs and institutions into change strategies for promoting sex equality in the schools.

4 Suggested Learning Projects*

Included in this section is a list of some typical "learning projects" which might be used by the student to fulfill the major requirements in the course. The student is not limited to the following; these are offered as suggestions.

Each student will elect an area of research, action project, study or experiment, the results of which may be written up and/or presented to the class (see "Possible Session Formats"). This may be any kind of project for which the student produces a film, sculpture, or tape-slide presentation. The purpose of this project is to provide course participants with an opportunity to do something creative—utilizing resources (human and material) compatible with their own interests and inclinations. Students may want to work individually or in small groups.

Attendance: Credit will be given for each class period attended. No penalty will be attached to missing some of the classes. As a matter of fact, students are encouraged to miss a class when they feel that the activity which they are engaged in is of greater significance than attending a class session.

Class participation: Each student is responsible for reading and discussing selections based on the assigned topic of each class session. The course is designed on the assumption that there will

* Adapted from a model provided by Dr. Volney Faw in Carl R. Rogers, *Freedom To Learn*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969, pp. 36-37. Used with the permission of the publisher.

be extensive participation in discussion by all members of the class. Class periods will be aimed at supplementing rather than recapitulating the ideas in the readings. It will be devoted to lecturettes, the raising of questions, the sharing of personal experiences—all with the aim of analyzing and discovering social issues as they bear on education. Students may want to focus on particular skills to increase their own and/or other members' participation.

Reading of assignments and taking examinations over readings: This is optional. Students may choose not to take examinations; however, these examinations constitute one of the greatest single sources of credit at a minimal amount of effort in comparison with expenditure of time on some of the other activities, so many elect to take examinations (see "Sample Exam Question"). As students, you are to look critically and analytically at the readings, in relation to your own lives. What part of your experience is in the readings? How can you judge the "truth" of the readings if beyond your experience? Reactions to the readings should be tied into class discussions and informal presentations or may be submitted in writing or through a short paper or your course journal.

Journal: Each individual would keep a cumulative idea and attitude log of the major learnings experienced weekly (see "Suggested Journal Entries"). A summary and integration of the meaning of your experiences at the end of the semester would also be expected. The log is not a "diary." It is a cumulative record of your cognitive and affective learnings. It should give evidence that your readings, your thinking, and your feelings changed or did not change in ways that make sense to you as a person *and* as a scholar. Usual references to your readings are expected.

Review of journal articles and presentation orally or in writing: A review of the research related to some specific problem in the area of education and women, preferably in the student's major area or professional specialization.

Abstracts: Reading references used for the class discussions and projects may be abstracted. A detailed guide for abstracting is available from: University Council for Educational Abstracts, 29 West Woodruff Avenue, Columbus, OH 43210.

Research proposals: Students may have an idea for an experiment. They may write up the idea in the form of an experiment and present the idea to the class to get feedback. Three levels of proposals are acceptable. Level 1: the mere idea of "I wonder

what would happen if we did this?" Level 2: the idea plus a survey of what has been done on the problem by other researchers; Level 3: the idea with a survey of literature plus the experimental design to be used in testing the hypothesis.

Individual experiments: A hypothesis is proposed and tested and results are reported in the form of good report writing or presented to the class orally. For example, test some assumption concerning sex differences in learning or sex discrimination in the schools at a particular level (K-PhD).

Demonstrations: Students may demonstrate some educational, sociological or anthropological phenomenon or principle to the class.

Battery of Tests: A battery of some tests is administered with the purpose of helping individuals to explore their vocational interests and aptitudes, educational assets and liabilities, and personal emotional factors.

Library or field research study: A student may be interested in the existing research on some subject and choose to write a term paper. For example, design and conduct a research project (via a questionnaire) which will measure attitudes of your school or community regarding sex role stereotyping, women's issues (see "Suggested Research Topics").

Case study: A case study may be written on a woman who falls into one of the four age groups: young child, adolescent, adult and aging adult. It should be written in descriptive form and should include as much factual data as can be obtained. In addition, there should be two sections, documented where possible, which focus on: 1) how you as a counselor might help the woman and 2) how society might help the woman or women like her. Or, identify an outstanding woman and do a historical case study tracing her educational and vocational development, describing difficulties she encountered due to her sex, and analyzing her way of solving her problems in relation to the social attitudes and economic conditions of her time.

Field experiences: The student may elect to serve as a teacher aide in a local public school system or in a free school. Each student may arrange experiences to observe and interact with children and adolescents in settings *inside* and *outside* the school environment. Be a volunteer (20 hours) at a community agency located in the neighborhood of your school. This could be a rape crisis center, ride with the local police, a day care program, participation in a community project, etc.

Field trips: Students may take trips to various institutions in the community (e.g., women's health clinics, human rights organizations, government commissions on women). These may include viewing films, filmstrips, or television programs or attending lectures related to the theme of the course, attending conferences or meetings at which sex stereotyping in schools is discussed, or participating in committee work or other related enrichment experiences. Such experiences may be briefly described and evaluated for their contribution to your course learnings.

Annotated bibliography: As a part of an effort to refine and update the reading list, students may read extensively and fill out a 5" x 8" file card on each article or chapter read. Note that if you read an entire book, it will be analyzed by chapter; not by its entirety, because seldom will a whole book pertain to the theme of the course. These cards will not be returned to students.

Miscellaneous suggestions:

- Check encyclopedias/newspapers/magazines/TV programs/radio programs. Check the language usage and compare coverage of males and females, e.g., in general coverage, sports coverage, non-traditional roles, ads, help-wanted ads, comics, news programs and coverage, roles portrayed, radio and TV announcers.
- Using library books and textbooks, compare roles of boys and girls, of adult men and women—are they as broad as we do find in real life, for anyone? What roles or types of activities are not included in the book or the story? Evaluate the language usage. Try rewriting parts or reversing roles.
- Develop an ongoing list of recommended non-sex role stereotyping books/stories.
- From your experience and your reading, draw up a list of negative assumptions (or limiting assumptions) about women. Keep a frequency tally on how often those assumptions are given expression—either in jest or in seriousness. As a next step, start developing responses to those assumptions.
- Select a minimum of five curriculum packages currently used in public schools (any content area)—critique these from the point of view of sexism.
- Are toys stereotyped? Check toy catalogues and local stores. Develop pictures, posters, bulletin boards, booklets or collages.
- Develop collages, murals, posters, booklets of persons in non-traditional roles.

- Ascertain the nature and extent of sex discriminatory language and illustrations in school text books or other instructional media for a particular grade level or subject-matter area.
- In small groups, plan the future role of a hypothetical person of the opposite sex. Share results.
- Develop a non-sexist curriculum for a subject area of interest to you. See Curriculum Development Competency Materials for support in doing this.
- Develop Learning Activity Packages (LAPs) or subparts of LAPs related to women, e.g., history, roles of women, sports, clothing.
- Develop a list of consciousness-raising activities for use in the classroom and try some of them out in your own teaching situation.
- Read books on sexism and keep a journal comparing what you are reading on sexism to what you are seeing in the school in which you work.
- Offer a workshop for teachers on sexism in schools.
- Write and/or discuss what you like about being female or being male, what do you not like. Then repeat for the opposite sex.
- Read the article, "Speech is the Form of Thought" from KNOW, Inc., P.O. Box 10197, Pittsburgh, PA, 10¢. Then keep a record of the use of sex biased language in conversations, meetings, and materials among educators.
- Gather statistics on admissions—men and women, hiring practices—how many men-women, at what level of responsibility and at what salary, decision-making authority—how many men-women, leadership—who are the recognized leaders, and any other areas you think important. Hard data can be a powerful consciousness-raising device.
- Take and/give the questionnaire, "Sexism in American Schools" which was published in *Learning*, November 1972.
- During gym class or recess, compare boys and girls, e.g., jumping rope, playing jacks, throwing basketball, running relays, etc.
- Send letter to publishers or authors discussing findings and reactions of student(s) to existing curriculum materials.
- Compare male and female athletic programs in terms of equipment, facilities, uniforms (for what sports and who pays), number of instructors, status, visibility, etc.
- Make a list of all the things you would like to see changed vis-a-vis sexism in schools. For each of the goal statements you list,

define what a first step toward realization of that goal would entail for you. Select a goal which seems important and feasible for you at this point and begin taking that first step. Share your ideas with others and enlist their support.

Possible Session Formats*

A Formal Debate: Where there is a clear issue in which major opposing positions structure the presentation as an argumentative advocacy by two or three people representing the two sides of the issue.

Meet the Press: One or two major figures who hold controversial positions on major issues in education. Then have series of inquirers with prepared questions (possibly available to person being questioned ahead of time).

Major Position Paper: A major research report, conceptual analysis or the like is presented in some detail by a well-prepared author or researcher. This is followed by equally well-prepared short critiques on the part of three to five respondents who are experienced in the particular topic. (This format allows substantive presentation to be made and thoughtful critiques rather than ad hoc sniping from the floor.)

Town Meeting Format: Open format with little structure and virtually nothing in the way of presentation other than perhaps brief statement of issue to be discussed. This format consists almost entirely of audience participation. Better in circular format, with or without a table.

Media-based Presentation: Video-cassette; slide-tape presentation; traditional presentation with overhead projector. These formats could be used in several ways: 1) traditional session setting with everyone listening at once; 2) as a continuous presentation scheduled at various times during the conference for people to view when they choose; 3) on demand—set up as a booth or other publicly available site. These formats allow people to choose according to interest, and to repeat if something is of particular interest. Appropriate particularly when information transfer is a major goal.

* Adapted from David R. Evans' "Some Thoughts on Innovative Formats for Comparative and International Education Society Annual Meeting Sessions". Center for International Education, University of Massachusetts: Author. Mimeographed. Used with the permission of the author.

Small Group Discussion: Short introductory presentation followed by splitting of audience into a number of small groups (maximum 8 apiece) and focussed discussion on issues. Groups may or may not have a monitor depending on topic. Each group may also have role playing or other problem exercise to carry out. Great range possible in amount of structure provided for the small group activities.

Large Scale Training Simulation: Extended simulation design where people play roles and interact in a series of structured situations. Particularly appropriate where demonstration of new pedagogical techniques is a goal.

Symposium: A symposium is intended to provide an opportunity for the examination of specific problems or topics from a variety of perspectives. In addition to allowing for informative discussion, a symposium should provide for the presentation of alternative solutions or interpretations either of a common problem or in relation to a complementary theme. Since this purpose is best served when diverse or even conflicting views are allowed to interact, the topic of a symposium should be of sufficient scope and importance to enable its division into sub-units that permit the desired interaction. It should be noted that a symposium should not be merely a presentation of a set of related papers. It is the responsibilityof each group to suggest the sub-topics, solicit speakers, arrange for discussants, and to organize other resources.

Sample Exam Question

History of Women

Instructions

You have been asked by your state legislator to do some historical research on the feminist movement in America in order to help her establish a position and assist her in preparing a speech on the Equal Rights Amendment. The Amendment reads:

> Equality of Rights under the law shall not be denied or abridged by the United States or by any state on account of sex.

In order to fulfill this assignment, carefully develop three or four major arguments either for or against this amendment based on at least three historical sources for each argument. *Briefly*

quote the most convincing words from each source in order to add force to the finished speech. Remember that short speeches tend to be more convincing than long ones. Try to limit your assignment to four or five typed pages.

Suggested Journal Entries*

1. your honest reaction to something that happened in class
2. your reaction to something you read
3. a quotation—copy it and comment on it
4. a problem you are struggling with
5. suggestions for improving the college
6. a summary of something you read
7. a mistake or failure from which you learned something
8. an idea you disagree with—tell why
9. a question you can't or won't ask in class—leave room and I'll try to answer it
10. a favorite fantasy
11. a description of a person
12. an important experience
13. when all else fails, a bit of autobiography

Suggested Research Topics**

The following information is provided for those students who choose to do a research paper.

Description

The paper is to involve library and/or field research. A library research (L) paper is to be a critical review of the literature on a particular topic relevant to this course (discussing the present knowledge, questioning the methodological and substantive sex biases of the research, ascertaining the validity of the conclusions, and suggesting alternative methods for further research) or original library research in an area you would like to explore or that has not been explored (such as sex role stereotyping in math texts).

* From *Ella Price's Journal* by Dorothy Bryant. Copyright©1972 by Dorothy Bryant. Reprinted by permission of J.B. Lippincott Company. Also from the September, 1972 issue of *Redbook*.

** Adapted from suggestions for research projects written by Professor Lenore J. Weitzman for student papers in "Sociological Perspectives on Women", Yale University, Fall 1970. Used with permission of the author.

The field research (F) paper will involve a series of field observations, experiments, interviews, or surveys in order to expand the current knowledge in your area of interest.

Topics

The following list of topics is suggestive of the type and scope of the paper you will be expected to write. However, you are by no means limited to these topics.

1. Library: Egalitarianism in middle-class or working-class families.
   Field: Interview a sample of married students/or older married couples/or couples with young children about the "division of labor" in their family and its change over time.
2. Library: Content analysis of sex roles and sex role prescriptions in children's books.
   Field: Observations in a kindergarten class on sex role sanctioning (variations for the library research would include content analysis of children's TV shows, commercials directed at children, comic books, etc.).
   Variations for the field research might involve observations of parents and children in a neighborhood playground, social clubs [such as Brownie troops], dancing school or any grade school class. Alternatively you might want to write your own "unbiased" children's story and have it read to a class and discuss their reactions to "the lady doctor" or "the father who washes dishes."
3. Library: Social class differences in parental aspirations (educational and occupational) for children (by sex).
   Field: Interview a sample of lower-class or middle-class mothers or fathers on the topics.
4. Library: Analyze the status of women as "sex objects" in literature (define a period or school) or in the mass media (select

specific magazines [*Playboy, Cosmopolitan, Reader's Digest*] or TV shows, or movies, or newspapers, etc.).

Field: Interview women on their definitions of self and management of "sex-object" roles or compare the responses from lower-class and middle-class women, of single and married women, of black and white women, or of divorced and married women. Or interview two groups of males on how they define and manage their relationships with women "as sex objects." Or interview writers, newsmen, columnists, or literary critics on the subject in their writings.

5. Library: Examine the literature on women in a particular occupation (secretary, lawyer, nurse, stockbroker, cab driver, teacher, physician, union organizer, writer, publisher, assembly line worker, sales clerk, policewoman, in advertising, the army, academia, retailing, etc.).

Field: Interview women in this occupation about how they define their roles, what are the role strains, etc. Or interview both men and women on the occupation or interview pre-professionals and professionals (such as law students and lawyers) on the occupation.

6. Library: The career aspirations of boys and girls of different social classes, different ages, of different racial or religious groups.

Field: Interview the appropriate samples of children about their aspirations, the availability of working female role models, their parents, attitudes, etc.

7. Library: Content analysis over time of etiquette books and teenage advice books to discuss changing images and roles for women. (This could be done with women's magazines, short stories in women's magazines, advertisements in women's

magazines, advice to the love-lorn columns or TV soap operas.)

Field: Interview a sample of magazine editors, writers (preferably some male and some female), women's page editors and columnists on what is considered "appropriate" for women.

8. Library: Compare the goals of women's liberation with those of the feminists or other minority groups; or examine the role of women in the future envisioned by other "revolutionary" groups.

Field: Do a participant-observation study of a women's group of which you are a member, or interview women's liberation members on their goals and visions or the visions of the future, or interview men and women in another "revolutionary" group on the role of women in the future they want to create.

9. Library: Discuss the use of class analysis as applied to women and its valid indicators of women's social status.

Field: Use your scale of class status to analyze responses of women to your new indicators.

10. Library: Comparison of the life styles and role strains of single and married women, single and divorced women, married and divorced women, or simply a role analysis of single women, married women, divorced women, mothers, etc.

Field: Interview a sample of appropriate women on their solutions to role strain, or the management of their sexual identity, etc.

11. Library: Content analyze employment applications or pre-employment tests.

Field: Interview personnel workers about the ideal worker and the sex role components of various jobs or interview about the hiring practices in women's colleges or at other universities.

Additional, less specific topics follow:

- A comparison of the role of women in two societies, or the same society in a transitional and modern period
- A comparison of the life styles of women in different social classes, racial or ethnic groups
- Women in politics, theatre, academia, etc.
- Sex biases in elementary, secondary and higher education
- Comparison of research on male and female homosexuals
- The position of the black woman in America
- Changing legal status of women
- High school students' career plans (male vs. female), courtship patterns (and how they manage sex), or sex role stereotypes
- Child care issues
- The Women's Liberation Movement today
- Describe and analyze the Affirmative Action legislation and its effects on education.
- Women's Studies courses: a passing fad?
- The history, the content and the status of the Equal Rights Amendment and implications for education

5 Course Syllabi and Readings

The following nine units may be used in combination in a single or two-semester course at the undergraduate or graduate level; or individually as units in all teacher education courses, e.g., educational psychology, educational administration, guidance and counseling, social foundations, or curriculum. The topics included here must be viewed as suggestive rather than definitive. Users are encouraged to adapt this material to their own particular purposes.

The History of the American Woman

Antecedents of Present Attitudes Toward Women

Bosmajian, Hamida and Haig Bosmajian. *This Great Argument: The Rights of Women.* Addison-Wesley, Part I, *The Tradition of the Argument,* 1972.

Bullough, Vern L. *The Subordinate Sex.* Penguin, 1973.

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Horney, Karen. "The Flight from Womanhood" and "The Problem of Feminine Masochism" in Miller, *Psychoanalysis and Women.* Penguin, 1973.

Swidler, Leonard. "Jesus Was a Feminist." Reprint from KNOW, Inc., P.O. Box 10197, Pittsburgh, PA 15232, 1971.

Thompson, Clara "Penis Envy in Women" in Miller, *Psychoanalysis and Women.* Penguin, 1973.

Feminism: Its Goals, Methods, and Accomplishments

Banner, Lois W. *Women in Modern America; A Brief History*. Harcourt, Brace, 1974.

Firestone, Shulamith. *The Dialectic of Sex*. Bantam, 1971.

Flexner, Eleanor. *Century of Struggle*. Atheneum, 1971.

Hole, Judith and Ellen Levine. *Rebirth of Feminism*. Quadrangle, 1973.

Mitchell, Juliet. "The Longest Revolution" in Roszak, *Masculine/Feminine*. Harper Colophon, 1969.

Rossi, Alice. "Equality Between the Sexes: An Immodest Proposal" in Lifton, *The Woman in America*. Beacon, 1964.

Rowbotham, Sheila. *Women, Resistance, and Revolution*. Pantheon, 1972.

The Historical Development of Education for Females

Brackett, Anne C. "Liberal Education for Women," *Harper's New Monthly Magazine*, 54, April 1877.

Cross, Barbara, ed. *Educated Women in America: Selected Writings of Catherine Beecher, Margaret Fuller and M. Carey Thomas*. Thomas Crowell, 1965.

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Newcomer, Mabel. *A Century of Higher Education for Women*. Harper, 1959.

Rousseau, Jean Jacques. *Emile*. Teachers College, 1956.

Talbot, Marion. *The Education of Women*. University of Chicago, 1910.

Woody, Thomas W. *A History of Women's Education in the U.S.* 2 vols., Octagon, 1906.

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Perceptions and Attitudes

Galbraith, John K. "The Economics of the American Housewife," *Atlantic*, August 1973.

Lopata, Helena. *Occupation: Housewife*. Oxford University, 1971, Chapter 1.

O'Reilly, Jane. "A View from the Bed," *Ms.*, April 1973.

The Status of Women

Bernard, Jessie. "The Status of Women in Modern Patterns of Culture," *Annals of the American Academy of Political and Social Science*, 375, January 1968.

Knudsen, Dean D. "The Declining Status of Women: Popular Myths and the Failure of Functionalist Thought," *Social Forces*, 48(2), December 1969.
Sanday, Peggy. "Toward a Theory of the Status of Women," *American Anthropologist*, October 1973.
Shaffer, Helen B. "Status of Women," *Editorial Research Reports*, 2(5), August 1970.

Demographic and Life Cycle Patterns

Ferris, A.L. *Indicators of Trends in the Status of American Women*. Russell Sage, 1971.
Janeway, Elizabeth. *Man's World, Woman's Place*. Dell, 1972.

Women and the Stratification System

Acker, Joan. "Women and Social Stratification," *American Journal of Sociology*, 78(4), January 1973.
Andreas, Carol. *Sex and Caste in America*. Prentice-Hall, 1971.
Bergmann, Barbara and Irma Adelman. "The 1973 Report of the President's Council of Economic Advisors: The Economic Role of Women," *American Economic Review*, September 1973.
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Epstein, Cynthia F. *Woman's Place*. University of California Press, 1971.
Kreps, Juanita. *Sex in the Marketplace*. Johns Hopkins, 1971
Levitin, Teresa et al. "A Woman is 58% of a Man," *Psychology Today*, March 1973.
Sawhill, Isabel V. "The Economics of Discrimination Against Women," *Journal of Human Resources*, Summer 1973.

Women Workers and the Dual Labor Market

Hedges, Janice. "Women Workers and Manpower Demands in the 1970's," *Monthly Labor Review*, June 1970.
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Keniston, Ellen and Kenneth Keniston. "An American Anachronism, The Image of Women and Work," *American Scholar*, Summer 1964.
Mattfeld, Jacquelyn and Carol G. Van Aken, eds. *Women and the Scientific Professions*. M.I.T. Press, 1965.
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Smuts, Robert W. *Women and Work in America*. Schocken, 1971.

Women as a Minority Group

Consequences of Inequality

Miller, Jean B. and Ira Mothner. "Psychological Consequences of Sexual Inequality" in Wortis, *The Women's Movement: Social and Psychological Perspectives*. AMS Press, 1972.

Similarities and Differences

Hacker, Helen M. "Women as a Minority Group," *Social Forces*, October 1951.

Patterns of Response to Inequality

Allport, Gordon W. "Traits Due to Victimization" in *The Nature of Prejudice*. Addison-Wesley, 1954, Chapter 9.

Ellis, Evelyn. "Social Psychological Correlates of Upward Social Mobility among Unmarried Career Women," *American Sociological Review*, 1952.

Thompson, Clara. "Cultural Pressures in the Psychology of Women" in Miller, *Psychoanalysis and Women*. Penguin, 1973.

Character Traits Due to Victimization

In-Group Aggression

Pogrebin, Bertrand B. "Competing with Women," *Ms., July 1972.*

Neuroticism

Gornick, Vivian. "Woman as Outsider" in Gornick, *Woman in Sexist Society*. Basic Books, 1971.

Self-Hate

Adler, Alfred. "Sex" in Miller, *Psychoanalysis and Women*. Penguin, 1973.

Sympathy with All Victims

Adams, Margaret. "The Compassion-Trap—Women Only," *Psychology Today*, November 1971.

Sex and Body Bartering

Sontag, Susan. "The Double Standard of Aging," *Saturday Review*, October 1972.

Obsessive Concern and Suspicion

Harmon, Lenore W. "...and Soma," *The Counseling Psychologist*, 1973.

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Vidal, Mirta. *Chicanas Speak Out*. Pathfinder, 1971.

Williams, Maxine and Pamela Newman. *Black Women's Liberation*. Pathfinder, 1970.

"Women's Liberation and the Black Woman," *Journal of Home Economics*, October 1971.

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Sells, Lucy W. *Current Research on Sex Roles*. Research Committee, *Sociologists for Women in Society*, 1181 Euclid Avenue, Berkeley, CA 94708. (4th edition, forthcoming 1975)

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Cohen, Mabel B. "Personal Identity and Sexual Identity" in Miller, *Psychoanalysis and Women*, Penguin, 1973.

In the Use of Language

Key, Mary R. *Male/Female Language*. Scarecrow, 1975.

Sutton, William. *Sexual Fairness in Language*, English Department, Ball State University, Muncie, IN, 1973.

Female Roles: Problems, Pressures, and Contradictions

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Sennett, Richard and Jonathan Cobb. *The Hidden Injuries of Class*. Random, 1972. (working class men)

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Abbott, Sidney and Barbara Love. *Sappho Was a Right-On Woman*. Stein and Day, 1972.
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Rosenberg, B. G. and Brian Sutton-Smith. *Sex and Identity*. Holt, 1972.

The Biological Basis of Sex Differences

Bardwick, Judith M. "The Sex Hormones, the Central Nervous System and Affect Variability in Humans" in Franks et al., *Women in Therapy*. Brunner-Mazel, 1974.
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Bardwick, Judith M. et al. *Feminine Personality and Conflict*. Brooks/Cole, 1970.
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Lynn, David B. "Determinants of Intellectual Growth in Women," *School Review*, 80(2), 1972.

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Horner, Matina. "A Bright Woman is Caught in a Double Bind," *Psychology Today*, November 1969.
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Bardwick, Judith and Elizabeth Douvan. "AMBIVALENCE: The Socialization of Women" in Gornick, *Woman in a Sexist Society*. Signet, 1971.
Bettelheim, Bruno. "Growing Up Female," *Harpers*, October 1962.
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6 Organizations and Resource Centers

Associations and organizations have staff, films, books, or other resources available to you in your development of courses dealing with sex roles and education. A concise guide to some of these groups follows. In addition to this list, find out if your college or university has Women's Studies courses or a Women's Studies Committee. College instructors interested in quality teacher education can begin to develop materials on sex role stereotyping by attending in-service workshops, by reading the current literature, and by turning to colleagues for continued support and feedback, as well as for ideas, sources of material and teaching strategies.

American Association of University Women, Office of Higher Education. 2401 Virginia Ave. NW, Washington, DC 20037. 202/785-7750

American Council on Education, Office of Women in Higher Education. 1 Dupont Circle NW, Washington, DC 20036. 202/833-4700

American Federation of Teachers. 1012 14th St. NW, Washington, DC 20005. 202/737-6141

Association of American Colleges, Project on the Status and Education of Women. 1818 R St. NW, Washington, DC 20009. 202/387-1300

Education Commission of the States, Task Force on Equal Rights for Women in Education. 300 Lincoln Tower, 1860 Lincoln St., Denver, CO 80203. 303/893-5200

National Education Association, Teacher Rights. 1201 16th St. NW, Washington, DC 20036. 202/833-4292

National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education. 1201 16th St. NW, Washington, DC 20036. 202/833-5426

Project on Equal Education Rights. 1522 Connecticut Ave. NW, Washington, DC 20036. 202/332-7337

Women's Action Alliance. 370 Lexington Ave., New York, NY 10017. 212/685-0800

Women's Legal Defense Fund. 1424 16th St. NW, Suite 104, Washington, DC 20036. 202/232-7072

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